

ESL And ASL Students' and Teachers' Perspectives On Online Classroom Management Techniques

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Abstract

Classroom management is an essential concept in the implementation of the learning process in the classroom. The successful execution of effective classroom management is a significant factor in determining the future viability of education, specifically through a virtual learning environment where physical interaction is lacking. The primary objective of the study is to investigate English as a Second Language (ESL) and Arabic as a Second Language (ASL) students' and teachers' perceptions of implementing classroom management techniques via online learning platforms and to analyze the effectiveness and different kinds of classroom management techniques implemented via online learning platforms. The study adopted a mixed method in which questionnaires were distributed to all 40 ESL and ASL students to collect numerical data. 20 students and 10 lecturers involved in teaching and learning ESL and ASL were interviewed to collect the potential impact of using classroom management techniques. The study's significant findings revealed that many dynamic classroom management techniques have been incorporated to ensure a positive learning environment, eradicate disruptive behaviours, active participation, and better learning outcomes. Furthermore, dynamic classroom management techniques and online classroom ethics have been proposed to ensure better learning outcomes online.

Keywords: ASL; Arabic; ESL; Online Classroom Management; Virtual Learning; Management; Techniques

INTRODUCTION

The success of the intended learning outcome depends on effective interaction and good rapport between teachers and students which completely depends on the implementation of classroom management based on the context of the learners and nature of the classroom. The term "classroom management" describes a broad spectrum of skills and tactics that teachers employ to maintain their students' academic efficiency, orderly, focus on tasks, and organization. Effective implementation of classroom management measures reduces the number of student actions that hinder individual or group learning outcomes. Nguyen (2009) states that classroom management is the procedures, strategies, and teaching methods that lecturers integrate to create an effective classroom environment that encourages learning, as well as nurturing and managing behaviours, in that specific physical environment.

In line with the above fact, creating an effective learning environment that ensures the best form of learning outcomes is essential in terms of teaching, especially language teaching. Classroom management is mostly followed by lecturers and teachers specifically in physical classroom teaching to attain effective learning outcomes. Huang

et al., (2019) assert that classroom management aids teachers in building an effective classroom environment, developing regulations and guidelines in classroom teaching, and engaging students in active participation in the physical classroom. Therefore, the author considers that the effectiveness of classroom management in physical classrooms has been proved by different scholars but post-COVID-19 has made an immediate paradigm shift from traditional face-to-face classroom teaching to an online learning platform. Several researchers have proved that technology provides great opportunities to have an effective session for both teachers and students via video conferencing tools or online learning platforms: Zoom, Google Meets, Microsoft Teams, etc. Some of the teachers still face difficulties in having an effective and interactive session among students via an online learning platform since it is a new experience for both of them. This trend is very crucial in a language-learning classroom. Therefore, the present research aims to focus on the ESL and ASL students' and teachers' perspectives on implementing classroom management techniques via an online learning system to attain the best form of learning outcomes in teaching a language.

The term "classroom management" refers to a broad range of abilities and procedures used by educators to provide the best possible learning environments and minimize disruptive behaviours. Since the success of teaching and learning depends on the classroom environment that creates the conditions for support learning, classroom management is a fundamental skill that is essential to successful teaching. According to Berliner (1988), maintaining a classroom atmosphere that creates necessary and beneficial conditions for learning encompasses all those crucial tasks. Teachers can organize the curriculum, beautify the classroom, integrate interactive games to deter disruptive behaviour, and set regular routines to accomplish this goal. They can also plan their classes more logically and prepare their teaching and learning materials more wisely.

Moreover, Gettinger and Fischer (2014) assert that in the development of a positive classroom atmosphere, a teacher plays a highly dedicated role. Teachers create such positive conditions inside the classrooms where students are motivated towards active participation and learn how to work together effectively as individuals. Hence, the role of the teachers is to maximize learning outcomes and minimize disruptions by triggering students' attitudes of trust, tolerance, acceptance, and cooperation. In this regard, Canter (2010) argues that there are two main objectives of classroom management. The first objective of classroom management is to establish and preserve a highly encouraging learning atmosphere where students feel free to perform. The second purpose is to foster a secure classroom community where students' motivation, enthusiasm, and participation in the learning process are guaranteed.

Due to the paradigm shift taking place, most of the sectors specifically, the education sector, have migrated to the fully virtual learning environment and teachers have been forced to adopt this online platform. Since most of the teachers are digital immigrants, language teachers face many challenges in handling online education platforms specifically English language teachers to attain better learning outcomes. Language teaching can be tackled in varied strategies however teachers should reflect on factors that may pragmatically result in the attainment of objectives. Teachers should conceptualize techniques that can connect learners to the real world. It is believed that through the use of online classroom management, favourable outcomes in students' language Performances may be generated.

Online classroom management refers to an enhanced kind of classroom management. Classroom management is known as the focal point in optimizing the student learning process in terms of facilitating academic and socio-emotional learning and leading class control. Richard (2010), highlights how students' behaviour, interaction movement, etc., during an online class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively. Online classroom management encompasses technologically enhanced processes for assigning students to groups for various classroom tasks, utilizing lesson plans, managing teaching aids and materials, etc. and guiding and controlling student behaviour and activity to improve the learning environment.

A friendly and productive virtual learning environment must be created by applying classroom management theories to an online learning platform. Due to human error, many educators find it difficult to implement new behaviour management strategies because they don't always provide the same output from every student due to their differences. Even a teacher or specialist with the greatest of intentions is forced to integrate classroom management techniques occasionally. Acquainting oneself with a wide range of classroom management ideas connected to online learning platforms would help them tackle these issues.

Social Learning Theory; popularized by Bandura in 1969; is a significant theory in the education sector that plays a pivotal role in facilitating learning via online learning and emphasizes the importance of observational learning, imitation, and modelling in the acquisition of new behaviours. This hypothesis started to raise its popularity in explaining how learners deal with their concerns and how they imitate other's behaviours, people learn not only through direct experiences but also by observing and imitating the actions, attitudes, and outcomes of others. According to this social learning hypothesis, any learner can acquire language learning through observing others and learning from their previous experiences. (Bandura, 1969) suggests that the environment, behaviour, and internal events in learning, influence each other in the formation of a person's character or behaviour. For educators to succeed in carrying out their mandate as lecturers, instructors, and teachers, they must be able to create or have an influential model in the teaching process. The emphasis on social interactions and observational learning in online classroom management highlights their importance in determining student behaviour and learning outcomes. Social Learning Theory provides various insights and effective management and facilitation techniques for virtual classrooms in the context of online learning settings. Modelling positive behaviors, promoting collaborative learning, facilitating peer interaction, encouraging online communication, providing social support, utilizing peer modelling, and applying online mentoring are some of the popular benefits of applying the theory Social Learning in online classroom management.

Skinner made a significant contribution to our understanding of human behaviour by incorporating the theories and principles of "Behaviourism" into his work. Through his work with animals, Skinner discovered that it is possible to change one's behaviour into a more advantageous one by rewarding desired behaviour and punishing undesirable behaviour (Skinner, 1984). Although his work on operant conditioning was not initially intended to address classroom management, the concepts he developed could be utilized to successfully address these issues.

Austin and Omomia (2014) view Classroom management theory, and behaviorism as an approach to managing and controlling behaviour in the classroom

based on the principles of behaviourism. A psychology theory called behaviourism emphasizes observable behaviours and the notion that actions can be taught and moulded via the application of rewards and punishments. Behaviourism emphasizes the importance of the teacher in establishing an organized and controlled learning environment to encourage constructive behaviour and reduce disruptive ones in the context of classroom management.

The theory contends that teachers may successfully manage the classroom and create the ideal learning environment by setting clear expectations, consistently rewarding acceptable behaviours, and imposing suitable penalties for undesirable behaviours. In an online learning setting, to establish clear expectations and offer constructive reinforcement for good behaviours (such as active participation and on-time assignment completion), and impose suitable sanctions for undesirable behaviours, instructors might adopt behaviourist concepts that lead towards a better learning environment. Similarly, Instructors can modify their management tactics by using online tools that track and analyze student behaviour and ease the process of conceptualizing an effective technique to cultivate positive behaviour in the classroom (Al-Kindi & Al-Khanjari, 2021; Tirmizi et al., 2022).

Therefore, both theories together have a significant influence on attaining the best form of learning outcomes through the application of rewards in behaviourism theory and by providing appropriate modelling in social learning theory in the physical classroom, and rarely the literature is shown regarding its accessibility and applicability online learning platform. Hence, the research study is vital to posit how classroom management techniques are applied via online learning and analyze the effectiveness based on perspectives.

Classroom management is a multifaceted and scientific process in which teachers have to be concerned about how to discriminate between problematic behaviours to maintain a better learning environment. A positive classroom environment is essential to minimize the behavioral problems caused and it also provides the students with an opportunity to think and behave positively. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings (Pickett & Fraser, 2010).

Integrating suitable classroom management techniques based on the problem encountered is an important part of the teaching process. Teachers should have acquired the foundational knowledge about classroom management techniques to overcome behavioural or learning outcome-based problems to achieve better learning outcomes. Andrews (2006) asserts that it is essential for teachers to initiate with high expectations to guarantee a positive classroom environment such as a standard syllabus, sophisticated infrastructure facilities, rules and regulations about their behaviour on the school premises, rewards for the performers...etc. in which their involvement would direct them to become engaged in the learning process.

Moreover, Marsh and O'Mara (2008) state that seating arrangement plays a pivotal role in managing disruptive behaviours that have a direct impact on students' performance which leads to achievements. He further added, that arranging the class based on the chosen activity such as railway carriages for conversation, mingling for sharing information, and parliament for meeting and group discussions, and placing them based on their level such as mixed class and two halves would create a positive learning environment in which their attention will be diverted towards earning better outcomes.

Therefore, classroom management techniques used in the physical classroom have led to a better learning environment but only a very scarce amount of literature has been concerned about applying the theory online.

Teachers deal with pupils' disruptive behaviours in the classroom. According to Seidman et al., (2005), it is inevitable for instructors to confront disruptive behavior at work. Students engage in a wide range of disruptive behaviours that must be successfully and efficiently handled for teaching and learning to occur. Singh (2014) claims that students frequently engage in disruptive activities such as talking, eating, drinking, making noise, verbally abusing others, threatening others, and intimidating and using pejorative and derogatory words, among other individuals, which tend to impede the efficient flow of instruction and learning.

The importance of classroom management techniques lies in their ability to minimize disruptions and create a focused space where students can effectively engage with the curriculum and each other toward a common goal of achieving better learning outcomes. Seidman et al., (2005) discovered that students chatting, laughing, and murmuring during a study and active cell phone use during class are identified as the most occurring disruptive issues among students even with adults. Another study on disruptive behaviors mostly in the classroom is criticizing teachers, bickering with peers, actively contesting course grades and requirements, and being inattentive.

Varied destructive behaviours have been scientifically surveyed in the classroom to eradicate major behavioural problems that minimize students' performance and prevent teachers from diving into the course successfully. Additionally, Disruptive behaviour in the classroom has long-lasting negative impacts on both the individual student's learning experience and the overall learning environment. Missed learning opportunities, academic lag, strained relationships with peers and teachers, and a detrimental effect on their overall academic experience are some of the outcomes of disruptive students.

Online classroom management is a significant factor in developing students' performance. Ineffective classroom management results in poor achievement of students (Marzano & Marzano, 2003). According to Wong and Wong (2018), a major contributory aspect to the high academic achievements of students is classroom management. In support of this point, Jones (2007) outlined that effective learning takes place in a well-managed classroom. They averred that unproductive social and academic behaviours can be traced to failure to create an educational climate conducive to learning. Classroom management is essential in maximizing both the academic and social gains of students. Jones (2007) asserted that greater aspects of classroom challenges can be prevented by creating a positive and safe classroom setting. The repercussion of teachers' inability to manage classrooms transcends poor students' academic to social incompetence and the integration of techniques suitable to the specific context would play a significant role.

Active participation in the classroom is a crucial element of effective learning and student success. It goes beyond merely being present and attentive; it involves engaging with the subject matter, asking questions, contributing thoughts, and participating in discussions and activities. This level of involvement not only benefits the individual student but also enriches the overall learning environment for everyone involved. Techniques integrated to foster active participation differ based on the context and needs of the students.

The online setting has an impact on how well students learn, participate, and engage in class activities. The teacher needs to spend time figuring out how to set up the

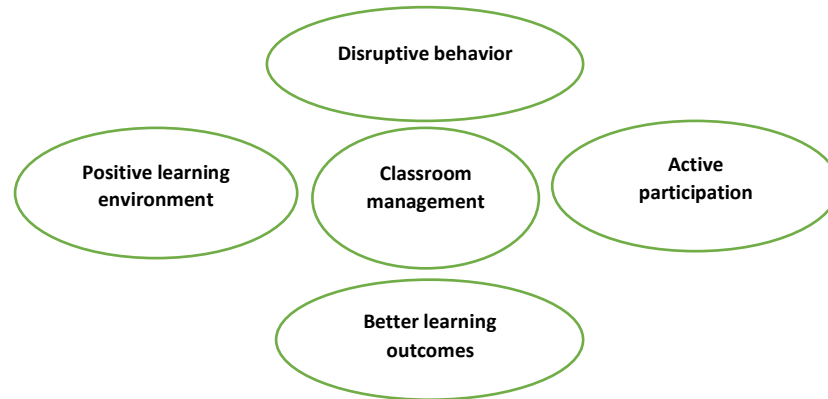
classroom to suit different class activities. Views, sound, comfort, seating arrangements, and the usage of instructional media in the classroom are all parts of the online environment of the classroom (Brown & Kennedy, 2011; Weinstein, 1979). Students would feel comfortable and happy to learn in an online environment if the techniques and materials are incorporated based on their interests, considering their purpose and digital natives.

Students' success is often measured based on their academic performance and it is considered an important factor that some teachers fail to achieve. Diversion during academic studies which is higher compared to physical setting, drives students toward failure and results in becoming low-level learners. The integration of ESL games via online teaching brings out fruitful outcomes in terms of education and minimizes the count of diversion while conducting sessions as it fulfils their needs and interests. Similarly, Hattie and Timperley (2007) claim that teachers can use a variety of strategic rewards, such as praise, some comments, additional value points, or individual or group awards, to establish good relationships with students by praising good behaviour, commenting on good work, making suggestions, and providing feedbacks that encourage student efforts in online learning. Hence, the appropriate implementation of class management is necessary to gain structured output. The aspect should be done regularly, systematically, and continuously until a conducive learning environment is created. A suitable technique that matches the student's disruptive behaviour would lead to achieving better learning outcomes through fostering them to engage in the specific task but the whole classroom will be ruined, if necessary, classroom management techniques aren't equipped in the online classroom resulting in poor learning outcomes. Even though, in the physical classroom or via an online learning platform. Therefore, the previous research findings indicated that implementation of classroom management techniques via online teaching is scarce when compared with its application in the physical classroom. Thus, the research study aims to focus on the ESL and ASL students' and teachers' perceptions of classroom management techniques via online teaching and their effectiveness.

Classroom management is an important concept in the implementation of the learning process in the classroom. The successful execution of effective classroom management is a significant factor in determining the future viability of education. Classroom management, according to Usman (2011) defined classroom management as a teacher's capacity to create and maintain ideal learning settings, as well as to restore them when there is a disruption in the teaching and learning process to improve learning outcomes. It is an activity that intends to create and sustain an ideal environment for the successful implementation of the teaching and learning process. Gultom et al., (2020) stated that class management is very important as students have constantly changing behaviour, for instance, Even if the students study hard today, nobody can predict what will happen tomorrow. The competition they had inside the group yesterday was supportive, but future competitions may not be. Behaviour, attitude, mentality, and emotional state are always dynamic in class. As a result, class ability is constantly focused on developing a positive learning environment through which the success of learning outcomes is ensured. In addition, the goal of the class was to encourage the students to do well in their studies based on their execution of the required learning tasks.

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Figure 1 Conceptual Framework Of The Study: Four Main Aspects Of Classroom Management



Based on the findings of the previous studies, the current study formulated the above conceptual framework to find out the ESL and ASL students' and teachers' perceptions of effective online classroom techniques.

METHOD

The study adopted a mixed-method approach to achieve its research objectives. Further, it utilized an exploratory sequential design in which qualitative data was collected at first and then quantitative data was gathered to regulate the findings. Five ESL and five ASL lecturers were selected for one-to-one interviews to gather qualitative details qualitatively and a survey was conducted with twenty students who were aware of classroom management concepts to find out students' and teachers' perceptions of classroom management techniques via online teaching. The survey was designed with fifteen questions and given to students to collect numerical data quantitatively. Quantitative data was hypothesized based on descriptive statistic design to conclude in numerical values while qualitative data was analyzed based on thematic design.

The population of the study was selected from the South Eastern University of Sri Lanka, with ten ESL and ASL lecturers and twenty students to meet an interview who were aware of the classroom management concepts and 40 students to answer a survey from the Department of Arabic Language of the Faculty of Islamic Studies and Arabic Language and the Department of English Language Teaching of the Faculty of Arts and Culture.

Google forms were made providing an invitation text to take part in research with necessary details of ethical consideration to ensure their confidentiality and voluntary participation. A preliminary pilot of Google form was designed at the beginning of the research and issued to five participants to evaluate the feasibility and appropriateness of the questions then, it was issued as a primary data collection tool to a large number of participants that encompassed two parts. The first part of it includes questions regarding demographic information. The second part includes fifteen structured questions and one unstructured question to get their overall feedback. Closed questions were formulated

with a five-point Likert scale from strongly agree to strongly disagree while one short answer an open-ended question was given to draw individual interest.

Additionally, to ensure the reliability of the data, a structured interview was designed to meet ten lecturers of the TESL department with fifteen questions. The questions were sent before a week of conducting an interview with the respective lecturers and the meeting was conducted physically at the department premises. The lecturers' confidentiality was ensured at the beginning of the interview and recording was done throughout the interview.

RESULTS AND DISCUSSION

The findings of the research indicated that the questions were designed to answer two primary research questions. Firstly, to investigate students' and teachers' perceptions of implementing classroom management techniques via online learning platforms. Second, to analyze the effectiveness and different kinds of classroom management techniques implemented via online learning platforms. Additionally, recommendations and online classroom management techniques were pointed out by the respondents to overcome the challenges of online teaching in the form of online classroom management ethics. To answer the two major objectives of the study, four themes have been considered; awareness of online classroom management techniques, positive classroom environment, disruptive behaviors, and better learning outcomes based on the findings of the research study.

Awareness of Online Classroom Management Techniques

Figure 2 shows lecturers' and students' awareness of classroom management concepts applied in the physical classroom while Figure 3 shows the awareness of classroom management principles applied online. The results indicate that the rate of awareness of the concept applied in the physical classroom is relatively high among lecturers compared to students. In the meantime, though lecturers are well aware of the concept and techniques, students' rate of awareness also contributes to ensuring that they also acquired some more online classroom management techniques in some principles compared to lecturers.

Figure 2 Awareness Of Classroom Management Concepts Applied In The Physical Classroom

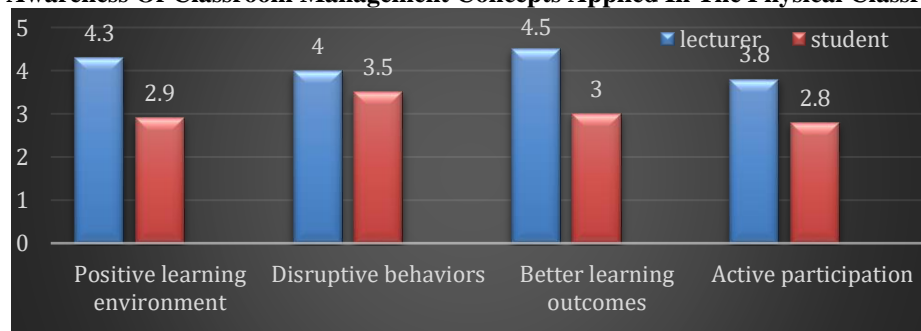
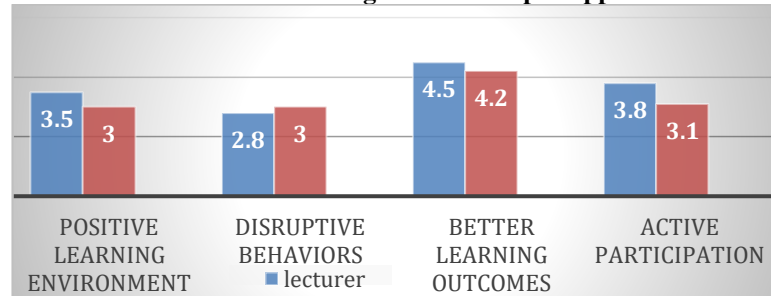


Figure 2 displays that most of the lecturers are well aware of the classroom management principles that ranged above 3.5 (Mean) and how to integrate activities and handle techniques that could drive towards better outcomes in the physical classroom. Similarly, most of the students ranged above 2.5 (Mean) regarding the awareness of the classroom management concept. Therefore, it denotes that lecturers are interested in applying classroom management techniques in the physical classroom because most of the respondents posited that classroom management concepts play a pivotal role not only

in taking control of students' behaviours but in achieving the intended learning outcomes effectively and efficiently. Even though they agreed on the significance of classroom management, their concern about the lack of effective guidelines and instructions regarding classroom management concepts and techniques still becomes an impediment to accurately selecting specific techniques.

Figure 3 shows that a higher number of lecturers are well aware of classroom management concepts and signifies the importance of integrating suitable techniques specifically via online teaching compared to a physical classroom. Some lecturers integrate ESL games, and hot topics and display emojis as ice-breaking activities to boost the students' participation. The surveyed numerical data collected from students also ensures that teachers integrate the above-named activities and they are motivated to answer and behave politely in the classroom. In terms of students' awareness of online classroom management concepts and techniques, it is noted that they are well aware of some techniques in the Zoom settings to control the pupils particularly, in managing disruptive behaviours via online learning since they are digital natives of the 21st century when compared to lecturers.

Figure 3 Awareness Of Classroom Management Concepts Applied Via Online Teaching



Therefore, it can be concluded that lectures and students' awareness of the concept of classroom management are comparatively high in the virtual learning environment when compared to its applicability in the physical classroom aligned with practical issues such as the availability of insufficient techniques to apply via online platforms such as content related games, technical issues...etc. thus, their awareness that aligns both pros and cons ensures that the data has more validity, reliability, and credibility to conclude the findings of the research study.

Positive Classroom Environment

Classroom management is a multifaceted and scientific process in which teachers have to be concerned about how to discriminate between problematic behaviours to maintain a better learning environment. A positive classroom environment is essential to minimize the behavioral problems caused and it also provides the students with an opportunity to think and behave positively. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings (Liew et al., 2023; Pickett & Fraser, 2010).

Classroom design has always been crucial for defining the learning environment, encouraging engagement, and improving the overall educational experience. With the swift development of distance learning in recent years, the importance of classroom designs in virtual environments has become more apparent. Creating a healthy virtual classroom environment involves not only the physical arrangement of spaces but also the digital areas where students and teachers interact. Online classroom design includes

various elements, such as the layout of the virtual classroom platform, the arrangement of digital resources, and the use of multimedia tools effectively.

The majority of the lecturers posited that the virtual background option or background and filter options equipped with zoom settings aid lecturers in creating a positive layout of virtual environments in which positive virtual background themes are integrated with motivating phrases, pictures, and stimuli within a limited time and a higher number of students also acknowledged that integration of different theme based on the content of the topic and context of the class have triggered their desires positively to observe what kind of theme teacher integrate throughout the whole class. Additionally, three-quarters of the students further affirmed the fact that the integration of virtual backgrounds and filters online supported them to engage in the studies specifically, from the initial stage of the teaching process and provided mental peace.

L2: *“I incorporate virtual backgrounds based on the topic and constantly keep changing them every half an hour concerning the learners’ interest to create positive vibes within the virtual classroom and I found it very effective and efficient.”*

Similarly, the majority of the lecturers also affirmed that the rate of positive vibes integrating virtual backgrounds and filters each half an hour of the class is relatively very high and their active participation and engagement were also obvious. Additionally, it was interesting to know lecturers have concluded that the new experience of using and integrating virtual options is considerably very easy to implement and saves time in online learning when compared to physical classroom settings. Eventually, the respondents from lecturers further claimed that the integration of teaching aids such as PowerPoint slides along with a virtual background has completely replaced traditional classroom settings and triggered students’ motivation, active participation, and interest in attaining better learning outcomes.

Warm-up or ice-breaking activities play a pivotal role in boosting the students’ interest and engagement to successfully dive into the session and prepare them mentally and physically to engage in their studies. A significant number of lecturers and students stated that in the face-to-face classroom, ice-breaking activities aided them in initiating the session triggering the students to display their skills based on the scope of the lesson and maintain a good rapport. For instance, to activate them psychologically and physically, *“Jump back and Jump front”* are integrated. Similarly, in terms of online teaching, a higher number of the lecturers affirmed that *“Ice breaking activities such as word puzzle, bambooz, guess the country, draw a picture...etc. motivated students to have a stress-free learning environment and engage in an active learning process. In addition to that half of the lecturers posited that the learning management systems (LMS) itself contains ice-breaking activities and ESL games which motivated the students to express their ideologies and develop creative thinking.*

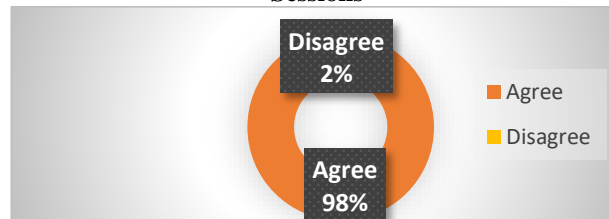
L1: *“To motivate the students, online games from Kahoot and Zoom applications were integrated to initiate the session, and nearly all the students collaborated to finalize their goals.”*

L6: *“Guess the profession by emojis and picture descriptions based on the content of the module was incorporated into their interest online and a higher number of students actively participated.”*

Similarly, the majority of the students also affirmed that they enjoyed playing ice-breaking activities using social media such as YouTube, Google Links, applications...etc. Which triggered a competitive nature among them to collaborate with each of them and

think critically. Further, they added that during continuous two-hour sessions, most of the lecturers incorporate picture puzzles, picture ordering, YouTube games, and motivational videos in the middle of the session to optimize the active participation of the students.

Figure 4 I Enjoyed Playing Ice-Breaking Activities When Lecturers Conducted Online Teaching Sessions



Therefore, it could be concluded that an online learning management system provides easy access opportunities for ice-breaking activities online. Even though, most of the respondents claimed that games help to create a positive learning environment, some serious concerns were pointed out by the lecturers regarding the warm-up and ice-breaking activities compared to a physical classroom. The majority of the lecturers affirmed that physical body movement activities (warm-up activities) are lacking via online teaching but the motive of physical activities is to increase their engagement and rapport in the learning process to create a positive learning environment which is similarly achieved via online learning using social media tools. Additionally, it was also posited that compared to physical classrooms where a high possibility of irregular disorders exists when implementing an ice-breaking activity and consumes unlimited time which can deviate from learning outcomes, online learning classroom management techniques aid in managing classroom utilizing the time and effectiveness of the activity due to the ownership of the whole control settings by the host (lecturers).

In terms of the continuity of maintaining a positive learning environment online, positive and negative reinforcement classroom management techniques are mostly incorporated by the lecturers.

L5: *"I usually begin the session by displaying their name list and calling them randomly. Once they fail to answer they are put in the waiting room or removed from the class"*

L8: *"To attend the class to the end, I usually tell the students that their attendance will be marked at the end of the session, and once they fail to answer they will be marked as absent."*

The majority of the lecturers posited that it was very difficult to ensure their active participation online to the end of the class at the beginning of teaching soon after COVID-19, but due to the overflow of accessibility and engagement via online teaching most of the lecturers have adopted some online classroom management techniques to ensure their participation. Some of the lecturers further justified that they instantly change the mode of activity at least every half-hour for instance group activities in breakout rooms, instant questioning, individual talks, and online quizzes.

Furthermore, to ensure the continuity of active participation and engagement which aid in creating a positive learning environment, a higher number of lecturers randomly request the students to raise their hands, and put one prescribed emoji instantly based on the frequency management of time (thumb up). Similarly, this was also supported by the majority of the students' responses that their engagement and presence

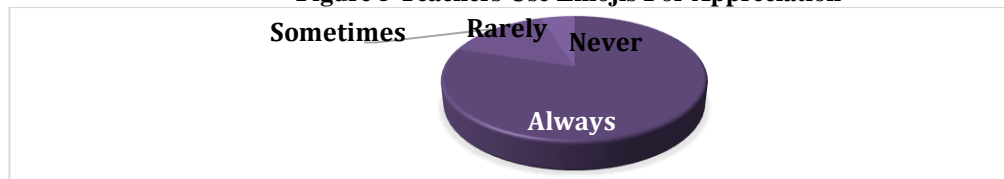
in the class were ensured by requesting them to put an emoji every half an hour, instantly naming the students, and requesting to switch on the video.

S4: *“Amidst the session, after an hour I was instructed to raise my hands, and for my colleagues to answer the questions.”*

Therefore, according to most of the lecture and student’s perspectives, it can be concluded that most of the respondents incorporate effective techniques online to create a positive online environment to ensure better learning outcomes and affirmed that accessibility via online saves time, the providence of equal opportunity, and prevention of disruptive behaviours.

In education, appreciation is crucial because it fosters and validates positive behaviour. Learners are more likely to stay interested and motivated to investigate new information when they feel that their efforts are dignified and acknowledged. A great number of respondents from both lecturers and students ratified that students are mostly motivated by providing appreciation verbally online as in the physical classroom. Similarly, some of the lecturers used emojis mostly “clapping, thumb shake and smiley” to appreciate student’s active participation and engagement. simultaneously, nearly all the students which is 80% ratified that using emojis for appreciation triggered their interest to actively participate in the learning process and resulted in developing a competitive environment among them.

Figure 5 Teachers Use Emojis For Appreciation



A positive and safe learning environment, according to Manning (1999), prioritizes collaboration, teamwork, and peaceful coexistence and is free from threats of physical or psychological harm. In other words, it is a setting that shows concern and care for every student to ensure better learning outcomes. Integration of virtual background, ice-breaking activities, and ESL content-related games are mostly incorporated online to maintain a positive learning environment. Correspondingly, to ensure the continuity of maintaining a positive virtual classroom environment, the majority of the lecturers request students raise their hands, display an emoji, switch on the video, put in the waiting room, and remove from the class. Especially, through positive and negative reinforcement. According to Hue and Li (2008), Students are more likely to concentrate on their studies and take an active part in class discussions and activities when the classroom design is ensured and orderly. additionally, Teachers are confident that interruptions in the classroom will be limited to a minimum if teachers can create lessons that are more participatory and focused on the needs of the students. As a result, Students consequently develop a greater interest in learning and a greater will to succeed. In contrast to this statement, Kaufmann and Vallade (2022), even though classroom literature studies affirm that classroom management is paramount, the majority of them stressed the importance and techniques in the face-to-face classroom but it is difficult to ensure the validity, and reliability of the techniques online. Additionally, the availability of techniques online is also questionable. Hence, the researchers of the study evaluated that a significant number of lecturers claimed online classroom management techniques are easy to access and have higher validity to ensure the intended learning outcomes.

Disruptive Behaviors

Managing classroom behaviour plays a pivotal role as it grounds a foundation for a conducive learning environment for students and promotes effective teaching. When students' behaviours are well-managed, teachers can focus on delivering their lessons without disruptions, ensuring that every student has the opportunity to learn and engage actively in the educational process.

In terms of online learning, nearly a great number of lecturers admitted the fact that managing disruptive behaviours such as noisy classrooms, distractions, absence amidst the session, and so on can easily be managed because the control of the student's activity is completely upon the host. As in the physical classroom, in online learning their attendance is easily marked and recorded along with the arrival and exit time. Furthermore, to ensure their continued seating half of the lecturers stated that they use the "play sound when on leaves" option which denotes the name of the students who leave amidst the class and places a record or report of their seating throughout the period. Similarly, this was also corresponded from the responses received from students as well. That is a few numbers of students reported that they were not allowed to sit the exam because of their absence from the session and they were shown a report regarding their presence and absence to the class.

L3 &4: *"I use the "play sound when one leaves" option at the beginning of the session to make sure that all the students are motivated to be seated continuously till the end of the session and note down absentees."*

S8: *"I was not allowed to sit for the 2nd semester because I had only a few presences in the class and the report was submitted to further witness my arrival."*

Furthermore, to avoid other unknown participants from entering the class and recording without permission or to prevent disrupting the class, a higher number of lecturers ascertained that they use the "lock meeting" option with a host key to prevent other participants from entering the meeting and interrupting the class in the mid of the session. Additionally, they asserted that all the control systems are centralized with the host and he plays the major coding administrator to allow permission which leads to a controlled virtual classroom setting.

L8: *"I usually schedule the meeting focusing on the control setting such as "lock meeting for other participants, allow mute participant on entry"*

Moreover, noisy classrooms are typically very difficult to manage, and effective strategies must be integrated to ensure better learning outcomes. a great number of variables from lecturers posited that at the beginning of the session, the host schedules the lecturers with accessibility to control all the student's actions such as "mute and unmute" options whenever he finds it necessary which supports lecturers maintaining a healthy classroom since they deserve complete control and asserted that when compared to a physical classroom, disruptive behaviours can easily be controlled due to the settlement of control systems centralized with the host. Similarly, half of the students also ascertained that they experienced difficulties communicating and using the available options in the Zoom settings but are allowed concerning the necessity of the context.

L6: *"In online learning compared to physical settings, the lecturer should possess a literacy on Zoom settings to control disruptive behaviour and this would lead to maintaining calm and healthy classrooms without any distractions."*

S2: *“Due to the continuity of the session beyond an hour, I started to use the draw option but was unable to use it.”*

Additionally, most of the students use the chat option while attending the session to communicate with their colleagues but this can also be easily managed. According to a significant number of lecturers' perspectives, before the initiation of the session, they schedule the session by managing the “chat only host” option in which only the host can access and use the chat option to prevent distractions and control disruptive behaviours and further, they added that these control systems aid them to manage overall control of the behaviours and activities to achieve better learning outcomes.

L7: *“Mostly half of the students use the chat option to communicate among themselves during the class, thereby I used the “chat only host option” to minimize their distraction throughout the session and it resulted in an increased rate of response compared to the initial level.”*

S6: *“To place a request to my colleague saying that I am leaving and put the recording, I started texting him using the chat option but I failed to send it.”*

Therefore, it could be concluded that disruptive behaviour management can be easily managed through access to the Zoom settings and scheduling the session as for the necessity of the online class. This results in achieving better learning outcomes and saves time to effectively manage a classroom.

In terms of maintaining disruptive behaviours, effective classroom management plays a pivotal role in eradicating disruptive behaviours among students. According to Marzano and Marzano (2003), establishing and conveying clear behavioural expectations is a crucial component of effective classroom management. Students are more likely to adhere to these standards when they are fully aware of what is expected of them. Teachers are accountable for establishing fair, consistent, and age-appropriate policies and procedures and for continuously reinforcing these standards with frequent reminders and praise. Similarly, Denscombe (2012) also stresses that disruptive behaviours direct not only learners to deviate from the main scope of the session but also teachers to deviate from the major objectives of the topic. So, teachers have to supply suitable techniques that enhance learning outcomes and it is mostly applied in the physical classroom. Following this point of view, the researchers of the study revealed that they have vast access to online control systems which help to prevent students from unwanted distractions and maintain the neutrality of the session.

Noisy classrooms are typically very difficult to manage, and effective strategies must be integrated to ensure better learning outcomes. Teachers may establish a regulated environment where students understand the value of respecting themselves, their peers, and the learning process by enforcing regular rules and reinforcements. Additionally, teachers may minimize the possibility of loud distractions by guiding students toward appropriate behaviour using a variety of tactics like proximity management, non-verbal indicators, and positive reinforcement (Merc & Subaşı, 2015). In terms of the possibilities via online, the researchers ascertained that a great number of variables from lecturers posited that at the beginning of the session, the host schedules the lecturers with accessibility to control all the student's actions such as “mute and unmute” options to allow permission to use whenever he finds it necessary which supports lecturers maintaining a healthy classroom since they deserve complete control and asserted that when compared to a physical classroom, disruptive behaviours can easily be controlled due to the settlement of control systems centralized with the host

Better Learning Outcomes

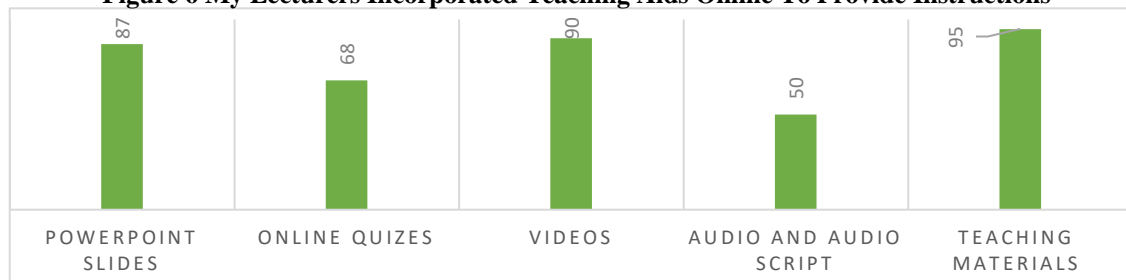
It is crucial to use efficient classroom management strategies to improve learning results for teachers. Creating a classroom atmosphere that is favourable to learning requires effective classroom management as it places an effective foundation for academic success. By minimizing disruptions and establishing a well-organized learning environment, teachers can maximize instructional time which would enable them to cover the curriculum more comprehensively.

Effective teaching aids play a pivotal role in achieving better learning outcomes for the intended course. In the physical classroom, a great number of lecturers admitted that they mostly integrate or depend on materials such as the modules, paper cards, diamine sheets, Bristol board, etc... but not mostly on the usage of projectors. In opposition to this statement, a few lectures stated that they integrate slides and videos over projectors to experience the real situations of the study materials.

L4: *“Using projectors along with the modules provided students with a different experience of learning at the university level”*

In terms of online learning, to provide effective and efficient instructions in this digital age where “digital natives mostly rely on technology-related materials”, teachers are focused on acquiring digital literacy to cope with 21st-century learners. A higher number of lectures posited that access to online teaching via LMS provided a great opportunity to maximize the learning outcomes efficiently due to the easy accessibility to various teaching aids. Further, they added that they incorporate PowerPoint slides and teaching materials a week before the session through Google Classroom in which students have free access to refer to the notes and attend the session with a great understanding and it was also correlated with a quantitative survey among students regarding different teaching aids incorporated to provide instructions.

Figure 6 My Lecturers Incorporated Teaching Aids Online To Provide Instructions



Moreover, a great number of variables from lectures affirmed that they integrate video, audio material, and pictures to experience realia through the option “screen share” coded on the Zoom application efficiently within a second saving enough time. At the same time, they further added that students also shared their ideas, presentations, and interesting videos through the “screen share” option coded.

S7: *“My lecturer motivated me to share the regarding different usage of slang in different countries and I shared it through “screen share” and sometimes we screen share our answers to the online quizzes.”*

Additionally, it was noteworthy to discover that the effectiveness of teaching doesn’t depend only on skilled lecturers but also on visual and audio systems that could reach everyone equally. Hence, it was revealed by some of the lecturers that in terms of online teaching, equal opportunity was provided concerning the accessibility to video and

audio either to larger or smaller classes which ensured that transparent and undistorted audio sound and distinctive video quality was supplied throughout the period to achieve better learning outcomes.

Eliciting answers is essential to improving learning outcomes in a variety of educational contexts. Active engagement of students with thought-provoking questions and encouragement promotes a deeper comprehension and recall of the information. Students become active participants in their education rather than just passive consumers of knowledge when they respond to questions during the learning process. This interactive method encourages critical thinking, problem-solving abilities, and a deeper understanding of the material. A greater number of lecturers professed that both in face-to-face and virtual classrooms lecturers have equal opportunity to elicit answers and maintain a student-centered approach to teaching. In terms of online teaching, half of the respondents from lecturers stated that they integrate mostly videos and pictures to activate their prior knowledge which would directly have a positive impact on their responses while a quarter of the lecturers incorporate ESL games to trigger their responses. Specifically, content-related games were designed to foster a competitive nature among students to prioritize their responses.

Additionally, a smaller number of lecturers claimed that modified teaching material, videos, and ESL games based on the level of the learners can be easily approached online, and authentic teaching materials can also be accessed to foster their responses.

L8: "I usually trigger learners' interest to answer through content-related ESL games like guessing the word using Emojis, word puzzles, and bamboo to activate their vocabulary knowledge with cues."

L8: "Videos and grammar games like quizzes, Kahoot, and adapted mind to practice adjectives and adverbs. Similarly, I incorporate games from the Zoom application which provides some content related to the English language too."

Moreover, evaluating the comprehensibility of the session is a crucial aspect as it ensures the effectiveness of learning outcomes. Additionally, by assessing comprehensibility, teachers can improve general retention and understanding that suit the requirements of each individual student, and create a more encouraging and engaging learning environment. A significant number of variables from lecturers asserted that integration of online quizzes based on the level of the learners had motivated the students to actively participate in the activity and evaluate themselves, which promoted a way to self-learning. Similarly, a substantial proportion of lecturers claimed that pointing out the students from the participant list also aided them in evaluating individual understanding of the session. Eventually, a smaller number of lecturers posited that they provide questions through Google Forms and evaluate each individual comprehensibility based on each question out of the whole.

L5&9: "*Google form analysis helped me not only to evaluate students' understandings but their level of understanding based on each question provided.*"

Eventually, in terms of receptive and productive skill-based analysis online, lecturers integrate many effective techniques to ensure better learning outcomes. The majority of the lecturers admitted that speaking and listening skills could be experienced easily by using YouTube, Audio material, ESL games, and native speakers' interaction through the links. In opposition to this, a great number of lecturers affirmed that writing and reading skills are comparatively difficult to teach and evaluate. Furthermore, a few

lecturers claimed that reading comprehension was evaluated via Google Forms, writing was analyzed by requesting students to share their written documents using screen sharing, and Grammar was estimated by sharing the online quiz links.

It was interesting to note that nearly all the lecturers agreed that the emergence of AI and paraphrasing tools placed a hindrance to the authentication of written documents of the students. which resulted in a higher rate of dependency on AI specifically on Chat GPT and influenced them to completely share the assignments using AI tools. Therefore, students were requested to switch on their cameras and negatively and positively reinforced through punishments.

L7: "I warn students not to copy from AI tools and would not be given a score if it is done which will lead to failure in exams. At the same time, they were positively reinforced as your script will be marked providing additional scores for your effort."

Moreover, it was noteworthy to outline that the researchers have come across online classroom management ethics that could direct the lecturers, teachers, and all the hosts who schedule the meeting towards a specific intended goal.

According to Rahman et al., (2019), Students are more likely to pay attention in class and participate fully when they feel comfortable, involved, and well-supported in their learning environment. Instead of focusing on behavioural difficulties, teachers should devote more instructional time to subject delivery and meaningful connections with students. Similarly, Kuron et al, (2022) dented that if the teaching and learning process in the classroom is efficient and helpful in obtaining the expected knowledge, attitudes, and abilities, then the quality of education will improve. The instructor is one of the key components that determines how well the learning process proceeds in the classroom. The learning process itself is the central component of the entire educational process. As a result, educators must enhance their responsibilities and skill sets. It's because skilled educators can arrange their classrooms to maximize student learning outcomes and foster an effective learning environment. In contrast to the physical classroom setting, the researchers of the study affirmed that online classroom management integrating effective PowerPoint slides, videos, pictures, ESL games, and online quizzes facilitated online learning to achieve better learning outcomes. Additionally, when compared to face-to-face classrooms, online classroom management techniques and teaching aids are easily accessible for free of cost, and validity, reliability, and effectiveness were relatively high in terms of eliciting answers to affirm their comprehensibility.

Therefore, it could be summarized that a greater number of lecturers incorporated dynamic online classroom management techniques to create a positive learning environment, maintain disruptive behaviors, and better learning outcomes which are concerned as the major pillars of classroom management study that ensure the scope and objective of the study is effectively achieved. Additionally, it was outlined by the majority of the variables that online learning provides easy access to different dimensions of online classroom management and it aided them to achieve better learning outcomes.

CONCLUSION

A well-organized educational environment is essential to fostering a positive learning atmosphere where instructors and students can flourish. It entails laying out precise guidelines and expectations, enforcing them consistently, and utilizing a variety of techniques to inspire and engage students. According to Brophy (2006), an effective

classroom encourages learning outcomes, better learning outcomes, and discipline, which helps teachers provide high-quality instruction and encourage students to concentrate on their academics. In the context of virtual learning, online classroom management is identically important as its traditional equivalent. It includes setting up guidelines and standards as well as utilizing technology and tools wisely to produce an organized and captivating virtual learning environment. The major objective of the study is to identify ESL and ASL students' and teachers' perspectives on online classroom management via online learning platforms along with a dynamic range of techniques. Accordingly, the study adopted a quantitative approach to obtain numerical data and a qualitative approach to gather opinions and ideas. The intervention consisted of engaging two major research questions to examine students' and teachers' perspectives on online classroom management via online learning platforms. Questionnaires were distributed to all ESL and ASL 40 students to collect numerical data and 20 students and 10 lecturers were interviewed to collect the potential impact of using classroom management techniques via online.

In response to the first research question, the synthesis has shown nearly all the lecturers involved in teaching English and Arabic as an L2 (second language) incorporated a limited number of virtual classroom management techniques to handle online sessions and they depicted that since the control systems are centralized with the host, managing students online becomes an easy task and the students also support to drive the session towards achieving better learning outcomes. Similarly, a higher number of students posited that the lecturers integrated virtual techniques online and it fostered them to maintain a good rapport and triggered them to collaborate with lecturers. Additionally, it is noteworthy to claim that the majority of lecturers have responded that instant accessibility to online classroom management control systems, and techniques such as using videos, ESL games, pictures, realia, links, and quizzes have maximized the opportunity to facilitate online learning effectively and efficiently.

In response to the second research question, nearly all the variables from lecturers asserted that they assimilate unique virtual techniques concerning the context of the class whether to learn English or Arabic languages. For instance, to create a positive classroom environment effective virtual background, Ice-breaking activities, videos, and instant gestures of expression using emoticons are incorporated to ensure a positive learning environment. Additionally, to prevent disruptive behaviours in the classroom, lecturers mostly schedule the session by coding the control systems centralized with the host where students have no access to use "chat option, mute and unmute option, use whiteboard, share screen...etc. without the permission of lecturers or hosts. Additionally, to maintain noisy classrooms, they use reinforcement techniques by providing virtual gifts, requesting to switch their video on, and so on.

Moreover, to achieve better learning outcomes and active participation, PowerPoint slides with attractive style, videos, audio materials, and realia are mostly integrated to provoke them to actively participate in the classroom which paves the way to achieve better learning outcomes. Correspondingly, to elicit answers from students which is important to lead towards student-centered teaching, ESL games, Arabic language learning games, pictures, and memes are mostly assimilated to trigger their participation and answer voluntarily. Furthermore, their comprehensibility is measured through online quizzes and Google Forms which paves the way to analyze individual understandings and understanding of individuals based on each question.

Eventually, some of the lecturers posited that even though virtual classroom management techniques are effective and easily accessible, they require constant technical support as it depends on machines. So, coverage issues and technical problems must be ensured before each class to ensure effectiveness and a remedy also should be considered for each session.

Implications; the findings of the research revealed that acquiring effective virtual classroom management techniques has become an essential part of lectures, especially, for language teaching lecturers and teachers. the techniques and cues discovered through findings are some of the materials used in online classrooms but as lectures, it is required to learn a variety of virtual techniques to face 21st-century digital native students. As online learning continues to expand its roles it has become the necessary part of a teacher to be proficient in media literacy.

Furthermore, the researchers of the study outlined some online classroom management ethics to overcome online learning problems in terms of achieving better learning outcomes, creating a positive learning environment, and preventing disruptive behaviours. They are as follows:

1. A host can have a co-host to schedule the meeting to overcome technical errors and coverage issues.
2. To allow a “Lock meeting” to prevent other participants from entering the meeting
3. To allow the host to “Mute and Unmute” students at any time
4. To allow the “Screen share” for everyone or only for the host
5. To allow the “Chat option” only for the host
6. To allow the host to “Enable or disable the waiting room”
7. To allow “Sound when one leaves and enters”
8. To allow students to use a whiteboard, pen, and emoticons or only the host can use a whiteboard
9. To allow students to record the meeting
10. To allow the “Remove participant option”
11. To permit using the “Reaction button”
12. To permit putting the participants on hold to help you temporarily disconnect audio and video
13. To allow the host to remove and insert students
14. To allow the host to submit a report regarding any disruptive behaviour
15. To allow mute participants on entry
16. To allow “Show Non-Video Participants” / “Hide Non-Video Participants” to show or hide the participant's name or profile picture on the Zoom Room's display if their video is turned off
17. To allow the claim host to enter the meeting with a host key
18. To enable Software Audio Processing if you want Zoom Rooms to manage microphone settings to optimize quality

Therefore, the above-mentioned implications would help language teachers in taking control of the student's online teaching and have effective sessions fostering their active participation, positive learning environment, and less disruptive behaviours. Thus the study would be useful for all the teachers, lecturers, professionals and officials who utilize online platforms as a medium to conduct meetings and lessons.

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